I. Course Description:
Basic orientation and mobility skills are introduced. Body imagery, concept development, spatial awareness and mobility, as part of instruction for student with visual impairments, is emphasized.

Purpose
This course is designed to allow the student to acquire the skills necessary to collaborate within a team concept with the TVI, in assessment, program planning and implementation for students with visual impairments from birth through age 22. Students will gain the understanding of the acquisition of and importance of concept development for the academic and non-academic child.

Students will be able to apply developmental concepts as they relate to orientation and mobility. They will also be able to incorporate developmental concepts into orientation and mobility instruction. Learning modules will be given online to be completed during the semester, as well as presentations/demonstrations, compiling a notebook of concepts underlying Orientation and Mobility skills, designing a tactile map, understanding AMDs, creating activities that reinforce concepts, and completing discussions, quizzes, and exams.

One critical assignment that must also be submitted to LiveText is a notebook of conceptual teaching ideas for young students. This will follow an outline of body awareness, body movement, body planes, body parts, laterality, positional concepts, quantitative and relative concepts. See rubric and outline attached at the end of this syllabus.

Course Justification:
This face-to-face undergraduate Orientation & Mobility course meets twice each week (Monday/Wednesday) for 75 minutes, spanning 15 weeks and also meeting for a two-hour final exam. Because the course contains extensive written content on D2L, it requires students to engage the online D2L modules for at least 3 hours per week. Students are also given
textbook and article readings from which key concepts are gathered. For every hour a student spends engaging with the content, the student will spend at least two-three hours completing associated activities and assessments covering the content of the course, including discussions, quizzes, group and individual assignments, group and individual presentations, and two exams. These activities average at a minimum of six hours of work each week to prepare outside of classroom hours.

**Diversity Statement:** The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities*, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

*Exceptionalities include both disabilities and giftedness.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Please note: The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

**INTERNAL**

**University - The SFA Way:**

Our faculty, staff, alumni, and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five "Root Principles" below, all of us as members of the SFA community strive for personal excellence in everything that we do.

- **The Principle of Respect**
  Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict.

- **The Principle of Caring**
  Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and freely express gratitude to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

- **The Principle of Responsibility**
Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions.

- **The Principle of Unity**
Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed.

- **The Principle of Integrity**
Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.

**This course directly supports the mission and values of the SFASU College of Education:**

It is the mission of the Stephen F. Austin College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this class and our program as a whole. We make every effort to insure that this class (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class with maximum emphasis being placed on equipping you to be effective and efficient facilitators of learning for individuals with visual impairments, their families, teachers, as well as caseworkers, and other stakeholders who strive to meet their unique needs.

The Core Values of our College are:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

The Core Foundation and Vision, Mission, Goals, and Core Values describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

This course emphasizes these values in its content, philosophy, and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this class and we also have the highest expectations that you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment. These values are analogous with ethical standards that have developed by the Association for the Education and Rehabilitation of the
Blind and Visually Impaired and one intention of this course is to provide you the skills to lead others to embrace these principles.

This course directly supports the mission of the SFASU Department of Human Services

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Visual Impairment/O&M Program:

It is the mission of the Visual Impairment Program to train Teachers of students with Visual Impairments (TVIs) and Certified Orientation and Mobility Specialists (COMS) who are practically and pragmatically prepared to meet the needs of persons with visual impairments across the state of Texas and in the nation as a whole. We believe that completers from our program should be equipped to effectively deliver instructional services which provide opportunities for students and clients with visual impairments to be more independent, lead more meaningful lives, and participate to a greater extent in society at large. In order to meet these goals, we believe that it is our responsibility to mentor and educate our graduates in the importance of exhibiting caring and compassionate approaches to instruction and positive beliefs about the worth of all individuals regardless of age, gender, race, sexual orientation or level of disability.

Respect for Diversity and Community-

- We are a small community and we are learning this together
- Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don’t personalize it; stick to the issues. No name-calling or stereotyping.
- Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.
- What we say stays here, unless we agree to change that. What we learn here though, we can share with others.
- If you are offended, say so, and say why.

Adapted from The Guide for training study circle facilitators (1998) Study Circle Resource Center, © Topsfield Foundation.

EXTERNAL

This course supports the Texas Education Agency (TEA) in the standard development of professional educators who are in the field of Visual Impairment, specifically:

Standard I: The teacher of students with visual impairments understands and applies knowledge of the characteristics and needs of students with visual impairments, including those with additional disabilities. (1.6s)

Standard II: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of formal and informal assessments and evaluations and know how to use resulting data and other information to make service and
programming recommendations and to participate in the development of the students’ Individual Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs) (2.11k)

Standard III: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of strategies for planning instruction in the school, home, and community environments to facilitate student achievement. (3.2s, 3.3s, 3.4s)

Standard IV: The teacher of students with visual impairments, including those with additional disabilities, knows how to promote students’ development of concepts and skills for academic achievement, social interaction, and independent living. (4.3k, 4.13k, 4.15k, 4.16k, 4.19k, 4.20k, 4.15s, 4.17s, 4.18s, 4.20s)

Standard V: The teacher of students with visual impairments, including those with additional disabilities, knows how to communicate and collaborate effectively in a variety of professional settings. (5.5s)

This course supports the following Core Objectives established as by the Texas Higher Education Coordinating Board (THECB):

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
  - *For this class*, this is demonstrated through the planning and carrying out specific program plans.
- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication.
  - *For this class*, this is documented through the reporting of interviews, reflections, specific assignments, and class demonstrations.
- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. *For this class*, this is developed through the measurement and reflection of specific O&M skills and concepts.
- **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
  - *For this class*, this is demonstrated through collaborative activities with professional TVIs/COMS in the field, administrators, supervisors, teachers, and classmates.
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision making.
  - *For this class*, this is modeled through the accurate maintenance of schedules and meeting of timelines that govern practice.
- **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
  - *For this class*, this is demonstrated through the further development of advocacy skills to better support the community of persons with visual impairments.

This course supports the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Curricular Standards for Orientation and Mobility Specialists –

I. Medical Aspects of Blindness and Visual Impairment
II. Sensory Motor Functioning
III. Psycho-Social Aspects of Blindness and Visual Impairments
IV. Human Growth and Development over the Lifespan
V. Concept Development
This course specifically addresses the following AER Curricular Standards through practice and didactic instruction:

- **Standard I** – Medical Aspects of Blindness and Visual Impairment, subsection: a, c, e, f
- **Standard II** – Sensory Motor Functioning, subsection: c, d, g
- **Standard IV** – Human Growth and Development over the Lifespan, subsection: a, g
- **Standard V** – Concept Development, subsection: a, b, c, d, f
- **Standard VI** – Multiple Disabilities, subsection: a, b, c, d, e, f
- **Standard VII** – Systems of Orientation and Mobility, subsection: b, c, d, g
- **Standard IX** - Instructional Methods, Strategy & Assessment, subsection: a, b, c, f, n, p, v, x, y
- **Standard X** - History and Philosophy of Orientation and Mobility, subsection: a, b, c, o
- **Standard XII** - Development, Administration, and Supervision of O&M Program, subsection: f

This course supports the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) guidelines for certification.

ACVREP establishes the standards that candidates must be able to demonstrate through national examination. To be eligible to even sit for the certifying exam, applicants must provide:

- Proof of a minimum of a Bachelor’s degree from an accredited university or college in any field of study and proof of completion of an Orientation and Mobility certification preparation program from an accredited university or college that meets the following 13 core domain areas:
  
  o Domain 1. Know Professional Information
  o Domain 2. Understanding Relevant Medical Information
  o Domain 3. Understand and Apply Learning Theories to O&M
  o Domain 4. Plan and Conduct O&M Assessment
  o Domain 5. Plan O&M Programs
  o Domain 6. Teach O&M Related Concepts
  o Domain 7. Teach Orientation Skills and Strategies
  o Domain 8. Teach Mobility Skills
  o Domain 9. Teach Use of Senses
  o Domain 10. Teach Consumers who have Additional Disabilities
  o Domain 11. Teach Diverse Consumers
  o Domain 12. Analyze and Modify Environment
  o Domain 13. Know the Psychosocial Implications of Blindness and Visual Impairment
Domain 1: Know Professional Information
Domain 3: Understand and Apply Learning Theories to OM
Domain 4: Plan and conduct O&M assessment
Domain 6: Teach O&M Related Concepts
Domain 7: Teach Orientation Strategies and Skills
Domain 8: Teach Mobility Skills
Domain 9: Teach Use of Senses
Domain 10: Teach Consumers with Additional Disabilities

This course directly supports the Codes of Ethics for professional practice developed for professionals in the field of visual impairments by the Association for Education and Rehabilitation of the Blind and Visually Impaired, specifically:

I. Commitment to the student
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues, other professionals and to professional employers

This course supports the development of competencies that are accepted across professions in Visual Impairment, specifically:

Domain I - Understanding students with visual impairment.
   Competency 1 - Knowledge of the visual system
   Competency 2 - Effects of visual impairments on development and learning
   Competency 4 - Effects of factors other than disabilities.
Domain II - Assessment of students with visual impairments.
   Competency 5 -- Selecting, adapting, and administering assessments.
   Competency 6 -- Interpreting and communicating assessment results.
   Competency 7 -- IEP and IFSP development.
Domain III - Fostering student learning and development
   Competency 8 -- Organizing the learning environment
   Competency 9 -- Communication and literacy.
   Competency 11 -- Sensory efficiency.
   Competency 12 -- Social interaction and recreation and leisure skills.
   Competency 13 -- Independent living and orientation and mobility.
Domain IV - Professional Knowledge
   Competency 16 -- Working collaboratively with families.
   Competency 17 -- Legal and ethical foundations and professionalism.

Program Learning Outcomes: Orientation & Mobility

The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for NuVentive Improve throughout the program. An asterisk denotes that PLO will be addressed during SPE 518***.

Program Outcome #1 O&M Skill and Strategy Acquisition and Demonstration***
Candidates for the O&M Program will demonstrate knowledge and understanding of the systems of orientation and mobility, and orientation and mobility skills and techniques as defined by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

Program Outcome #2 – Assessment
Candidates will demonstrate knowledge and understanding of assessments necessary for implementing and addressing specific student needs in regards to specific environments and the presence of multiple disabilities.

**Program Outcome #3 – Program Planning**
Candidate will demonstrate the knowledge, understanding of strategies and methods used to analyze, interpret, and utilize O&M assessment information for selecting, designing and implementing O&M programs consistent with individual needs.

**Program Outcome #4 – Professional Practice**
Candidate will demonstrate knowledge and understanding of practices related to Orientation and Mobility including: observational techniques, design and implementation of assessment, and instructional programs and professionalism.

**Program Outcome #5 – Understand the Individual**
The candidate will demonstrate the knowledge and understanding of strategies and methods used to conduct individualized assessments, program development, and to select, design, and implement O&M instruction that is responsive to individual needs, age appropriate, respects multi-cultural differences, and provides appropriate follow-up.

**Program Outcome #6 – Understanding the Profession**
Candidates will demonstrate understanding of the role, responsibilities, and ethical standards associated with becoming a Certified Orientation and Mobility Specialist.

**Program Learning Outcomes: Teachers for the Visually Impaired**

**Program Outcome #1** The student will demonstrate applied knowledge of the most common conditions causing visual dysfunction in the population of students with visual impairments.

**Program Outcome #2** The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.

**Program Outcome #3** The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.

**Program Outcome #4** The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

**Program Outcome #5** The Master’s candidate will demonstrate advanced knowledge and understanding in the field of visual impairment.

**Program Outcome #6** Student will demonstrate proficiency in Braille production and interpretation using both the literary and the Nemeth code

**Program Outcome #7** The student should be able to demonstrate cultural awareness and professional behavior in all settings related to the provision of services to students with visual impairments.

**Student Learning Outcomes (SLO):**

This course supports NuVentive Improve objectives that have been developed for the program, specifically SLO – 1.2:

**Method of Assessment # 2 – Developmental Concepts (Domains, 3, 6, 9)**

A. Assessment: Through observation in various environments, the candidate will document how children use vision to control their bodies and interact within various settings. The candidate will demonstrate knowledge and understanding of the role that body image and spatial,
temporal, positional, directional and environmental concepts play in moving purposefully in the environment, through the development of Concept Notebooks. These notebooks are comprised of activities designed by candidates that specifically teach body awareness, spatial, temporal, positional, directional, and environmental concepts, in order to promote purposeful movements. Activities must be appropriate, comprehensive, and specific. The candidate will:

- note when children use their vision to learn body-to-body concepts.
- observe children to note how they use their vision to apply body-to-object concepts.
- identify ways children learn and apply object-to-object concepts.

B. Criteria for success: Notebooks will be scored using the Concept Notebook Rubric which rates the degree in which candidates clearly understand the role basic concept develop plays as a foundation for orientation and mobility skills and techniques.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology

1. Technology requirements:

Although instruction in this course will be delivered face-to-face, twice a week, on Mondays and Wednesdays, 2:30-3:45, in ECRC room #218, information for this course will also be available through the use of Desire 2 Learn (D2L). Students can go to this course on D2L to access their readings, assignments, discussions, and quizzes. The D2L website and course link is where significant course activity will occur, including accessing unit assignments, discovering required reading and research, and submitting assignments and exams. As this class is dependent on D2L and the internet, each student must have computer access, a reliable internet connection, be able to use the internet, and be able to navigate the D2L website.

2. Attendance: Attendance is imperative, expected, and will be documented. Students are expected to arrive promptly. Excused absences will be given for illness and family emergencies, but the student must present written documentation for such absence (i.e. doctor's note, emergency room admissions, funeral notices). Take note that, without class attendance, points toward class participation cannot be earned. Regardless of attendance, every student is responsible for course content and assignments. Each student will begin with 100 points for attendance, 10 points being subtracted for each absence, regardless of reason.

3. Class participation: The primary methods of instruction for this class revolve around discussion, questioning, and participation by each class member. 100 points can be earned toward class participation, along with attendance, based on the criteria listed below:

- Module assignments completed on time
- Ability to answer questions through chat and headset
- Evidence of critical thinking and creativity during class discussions and activities
- Use of manners and diplomacy
- Display of a positive attitude
- Ability to devote full attention to the class
- Coming to class on time

4. Assignments:

   a. Reflection on Long Cane Video – 100 Points
Students will watch the movie The Long Cane and write a 2 page reflection on the advancement of Orientation and Mobility since its inception. Students should also include where they see Orientation and Mobility heading in the future.

b. **Module 3 Activities (4) – 50 points each**
   Students will read the 4 chapters for Module 3 (Imagining the Possibilities Chapters 3, 4, and 5, and Early Focus Chapter 4) and design creative activities and lesson plans that integrate the theory and concepts from the chapters.

c. **Tactile Map – 100 Points**
   Students will create a tactile map that follows protocol as outlined in Module 5

d. **O&M Concept Notebook – 200 Points**
   Students will follow a multi-point outline as provided in D2L and in this syllabus to design activities that assist infants and toddlers to grasp intangible concepts such as “up” or “next to.” A rubric will be used to score the assignment. This assignment will also be uploaded to LiveText.

e. **O&M Concept Notebook Presentation – 100 points**
   Students will present an assigned topic to the class using an accessible PowerPoint and handout. Students will also demonstrate the instruction of the assigned concept(s).

IV. **Evaluation and Assessment (Grading):**
   Assignments will be accessed through D2L, and will each have due date. Assignments not submitted during this timeframe, **may be accepted with a deduction of points for being late.** It is recommended that each student keep a personal calendar and checklist of these due dates, being careful not to wait until the last day to complete the assignment. This is important, as there may be unplanned technical difficulties or unexpected life circumstances. Please note that technical difficulties that are not related to the SFA D2L website are NOT the responsibility of the instructor and extensions for assignments will not be granted. The following grading scale will be used to determine letter grades, with a more detailed description available in the Appendix, as well as in D2L:

   - 800 Points – Discussions
   - 700 Points – Module Quizzes
   - 700 Points – Assignments
   - 200 Points – Mid-Term
   - 200 Points – Final Exam
   - 100 Points – Attendance & Participation
   - 2700 Points

   **Grading Scale:**
   - 2430-2700 = A
   - 2160-2429 = B
   - 1890-2159 = C
   - 1620-1889 = D
   - below 1620 = F

V. **Tentative Class Schedule:** Refer to SPE 445 Class Schedule chart in Appendices.

VI. **Text and Materials:**

   **Required texts:**
LiveText/FEM:
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure. Once new accounts are activated, key codes come from support@watermarkinsights.com so you may need to check your junk mail. Also, LiveText accounts expire after 5 years from issuance, so if yours expires, you must email LiveText@sfasu.edu to renew at no charge.

FEM: Field Experience Manager. FEM is used for field experiences, practica, and internships in a way to document the offsite experiences. FEM is not used in this course.

VII. Course Evaluations:
Near the end of the semester, before finals are given, students are encouraged to participate in a formal online evaluation, which is submitted electronically through MySFA. All ratings and comments are confidential and anonymous and will not be available to the instructor until after final grades are posted. This online evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation,
2. Instruction evaluation purposes, and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate. Please know that the COE faculty is committed to excellence in teaching and continued improvement. The students are encouraged to visit with the instructor during office hours, through email or phone, or to schedule an appointment in order to discuss opinions on the quality of the course or ways to improve it. The instructor is dedicated to providing students with a high quality learning experience which is supportive as well as instructive. Please let the instructor know before the end of the semester if assistance or clarification is needed, or if


there are any concerns, so that resolution can be worked on together. The course evaluation is needed at the end of the course in the course evaluation process.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS). You may visit in person at the Human Services Building, Room 325, or call 936-468-3004, TDD 936-468-1004, as early as possible in the semester to get started. Once verified, ODS will notify the course instructor and inform them of the accommodation and/or auxiliary aids you need to be successful. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**Additional Information Specific to Educator Preparation:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

   You are eligible to request a Preliminary Criminal History Evaluation if:
   
   - You enrolled or planning to enroll in an educator preparation program or
   - You are planning to take a certification exam for initial educator certification, and
   - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

   In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

   Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

1. Caveat: The schedule and procedures contained in this syllabus, pertaining to this course, are subject to change due to various circumstances throughout the semester.

2. A Word about Office Hours: Don’t forget that your classmates may have the information that you are seeking, so please adopt the “Ask 3 Before Me” rule. If you REALLY need to, though, don’t hesitate to call or email the instructor. If there is no answer, leave a message. Inquiries should be handled within 5 business days.

3. See the following pages for Appendices:
<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Assignments</td>
<td>800</td>
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<tr>
<td>Module 1 Shorts</td>
<td>100</td>
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<tr>
<td>Module 2 Shorts</td>
<td>100</td>
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<tr>
<td>Module 3 Shorts</td>
<td>100</td>
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<tr>
<td>Module 4 Shorts</td>
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<td>Module 5 Shorts</td>
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<td>Module 6 Shorts</td>
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</tr>
<tr>
<td>Module 7 Shorts</td>
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<tr>
<td>Concept PP and Presentation</td>
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<td>Quizzes</td>
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<td>Module 1 Quiz: O&amp;M History &amp; Definitions</td>
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<tr>
<td>Module 2 Quiz - Sensory Reflexes Motor Development</td>
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<td>Module 3 Quiz: Dev Concept Development</td>
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<td>Module 4 Quiz: Collaboration</td>
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<td>Module 5 Quiz: Orientation Maps Models</td>
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<td>Module 6 Quiz: O&amp;M for MDVI</td>
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<tr>
<td>Module 7 Quiz: O&amp;M for Low Vision</td>
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<tr>
<td>Assignments</td>
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<td>Reflection on Long Cane Video</td>
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<tr>
<td>Module 3 Activities</td>
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<td>Tactile Map</td>
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<td>445 O&amp;M Concept Notebook</td>
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<td>445 O&amp;M Concept Notebook Presentation</td>
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<td>Exams</td>
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<td>Mid-Term</td>
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<td>Final</td>
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<td>Other</td>
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<td>Attendance &amp; Participation – 10 points deducted for each absence</td>
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<tr>
<td>Total Max Points</td>
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SPE 445 Instructions for the O&M Concept Notebook

Use the template provided as the index/contents for your notebook. Be sure, prior to the beginning of your project, to carefully look over the rubric by which your notebook will be graded. The notebook can be done in either paper or electronic format, but an electronic copy is required to be submitted to the appropriate dropbox AND to LiveText. Note that there will be a deduction of 25 points if it is not submitted to LiveText.

For each sub-section of the notebook, include the following:

1. A clear description of one activity that can be used to teach that concept, or for identifying through touch, imitation or functional use)

2. Identify which of these developmental stages the activity mostly identifies with
   - body-to-body
   - body-to-object
   - object-to-object
   - abstract

3. List the approximate age or age range of the student for which the activity may be appropriate.
### SLO 1.2 – for students in the COMS program

**Method of Assessment #2 – Developmental Concepts (SPE 445; Domains, 3, 6, 9)**

A. Assessment: The candidate will document how children use vision to control their bodies and interact within various settings. The candidate will demonstrate knowledge and understanding of the role that body image and spatial, temporal, positional, directional and environmental concepts play in moving purposefully in the environment through development of a Concept Notebook. The Concept Notebook will be comprised of creative activities designed by the candidate, that specifically address/teach body awareness, spatial, temporal, positional, directional, and environmental concepts in order to promote purposeful movement. Activities must be appropriate, comprehensive, creative, and specific. The candidate will note when children use their vision to learn body-to-body concepts, to apply body-to-object concepts, and learn and apply object-to-object concepts.

B. Criteria for success: Each notebook will be scored using the Concept Notebook Rubric which rates the degree to which each candidate clearly understands the role basic concept development plays as a foundation for orientation and mobility skills and techniques.

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard 3</th>
<th>Meets Standard 2</th>
<th>Below Standard 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Body Awareness</strong></td>
<td>Activities: are creative, focus on hands, feet, and at least 2 more body parts; reinforce body awareness and identify creative body-to-body, body-to-object, or object-to-object components; clearly describe how ability to move will be reinforced.</td>
<td>Activities: focus on hands, feet, and 1 more body part; reinforce body awareness and identify adequate body-to-body, body-to-object, or object-to-object components; have potential to reinforce ability to move.</td>
<td>Activities: focus on 1-2 body parts; body-to-body, body-to-object, or object-to-object are clearly identified; do not reinforce ability to move.</td>
</tr>
<tr>
<td><strong>Body Movement</strong></td>
<td>Activity: requires movement of at least 3 distinct body parts; incorporates at least 3 concepts; creative body awareness, spatial, positional, directional, or environmental concepts.</td>
<td>Activity: requires movement of at least 2 distinct body parts; incorporates at least 1 concept; appropriate body awareness, spatial, temporal, positional, directional, or environmental concepts.</td>
<td>Activity: requires movement of 1-2 distinct body parts, inadequately incorporates these concepts: body awareness, spatial, temporal, positional, directional, or environmental concepts.</td>
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<tr>
<td>(isolating body parts)</td>
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<tr>
<td><strong>Body Planes</strong></td>
<td>Activities: focus on all 5 planes in assignment; clearly identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: focus on at least 4 of the 5 planes in the assignment; identify appropriate body awareness, spatial, positional directional, and environmental concepts.</td>
<td>Activities: focus on fewer than 4 planes in the assignment; do not include or adequately identify appropriate body awareness, spatial, positional directional, and environmental concepts.</td>
</tr>
<tr>
<td>(touch, imitation, functional use)</td>
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</table>

O&M Concept Notebook Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard 3</th>
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<tbody>
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<tr>
<td>(touch, imitation, functional use)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Body Parts</strong> (identify through touch, imitation or functional use)</td>
<td>Activities: focus on at least 7 body parts; clearly identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: focus on 4–7 body parts; identify components of activities which include incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: focus on fewer than 4 body parts; do not include adequately identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
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<tr>
<td><strong>Laterality of Body</strong> (self; simple directions)</td>
<td>Activity: clearly focuses on laterality of self, is creative, developmentally appropriate, and clearly described.</td>
<td>Activity: moderately focuses on laterality of self, is creative, developmentally appropriate, and adequately described.</td>
<td>Activity: inadequately focuses on laterality of self, is not developmentally appropriate, and/or adequately described.</td>
</tr>
<tr>
<td><strong>Laterality of Objects</strong></td>
<td>Activity: clearly focuses on laterality of self, is creative, developmentally appropriate, and clearly described.</td>
<td>Activity: moderately focuses on laterality of self, is creative, developmentally appropriate, and adequately described.</td>
<td>Activity: inadequately focuses on laterality of self, is not developmentally appropriate, and/or adequately described.</td>
</tr>
<tr>
<td><strong>Positional, Directional Concepts: With Body; With Objects</strong></td>
<td>Activities: provided to address 90% (36/40) of concepts in index, clearly identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities are provided to address 75% (30/40) of concepts in index, identify appropriate body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities are provided to address &lt;75% (&lt;30) of concepts in index, do not include or inadequately identify appropriate body awareness, spatial, positional, directional, and environmental concepts.</td>
</tr>
<tr>
<td><strong>Quantitative Concepts</strong></td>
<td>Activities: provided to address at least 90% (36/40) of concepts in index, clearly identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: provided to address at least 75% (30/40) of concepts in index, identify appropriate body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: provided to address &lt;75% (&lt;30) of concepts in index, do not include or inadequately identify appropriate body awareness, spatial, positional, directional, and environmental concepts.</td>
</tr>
<tr>
<td><strong>Scoring:</strong></td>
<td>Exceeds Standard: 24=100, 23=95, 22=90, 21=85</td>
<td>Meets Standard: 20=81, 19=78, 18=75, 17=73, 16=70</td>
<td>Below Standard: 15 = 67</td>
</tr>
</tbody>
</table>
1. Body Awareness

For body awareness, you should design activities that encourage infants to become aware of their body parts. What can you do that highlights that they have hands and other body parts? We must assume that they can’t see their hands or other body parts, so what tactual activity is going to draw their curiosity and make them aware of specific, individual body parts?

a. Aware of their hands
b. Aware of their feet
c. Aware of___________
d. Aware of___________
e. Aware of___________

2. Body Movement (Isolating body parts)

For body movement, you should design activities that encourage infants and toddlers to move their body parts. What can you do that highlights and isolates movement in specific body parts? Remember that if you want them to move their feet, you need an activity that only moves the foot, not the leg or knee. If you want them to move the knee, what activity can you do that encourages only that? What can you do that encourages individualized movement of body parts?

a. Able to move hands
b. Able to move feet
c. Able to move___________
d. Able to move___________
e. Able to move___________

3. Body Planes

Body planes are tricky because when we say we want them to understand the top plane for example, we are not saying that we want them to understand the word top, like the top of their head. How can they understand the whole top half of the body? The whole bottom half of the body? One whole side of the body? The entire front of the body? The entire back of the body? Can you think of activities that reinforce entire planes of the body?

a. Top
b. Bottom
c. Side
d. Front
e. Back

4. Body Parts (Identifying through touch, imitation or functional use)

Body parts is similar to Body Awareness and Body Movement, but yet it is still unique. The main difference is that, let’s say you want them to touch their nose. They would have to
probably touch their nose with their hands. That means they already have to be aware that they have hands AND they have to know how to move their hands, fingers, and arm so that they are able to touch the nose. When we are saying that we want the kids to not only know that they have the body parts listed above and where they are, it is also good for them to know what the parts are used for. Can you design activities that help them identify and locate body parts AND how to use them?

a. Head and face – eyes, nose, mouth, ears, cheeks, forehead, chin, nostrils, lips, teeth, hair, etc.
b. Neck
c. Shoulders
d. Chest
e. Arms
f. Stomach
g. Legs
h. Back

5. Laterality of body

Similar to a side body plane which understands that the body has sides, now we want to make this concept have more practical use as well. We know that the body does have sides. For you, you may be starting to recognize that the child must understand the concept of sides before they will fully grasp the concepts of left side and right side. If they don’t understand what “side” means, for example, they will not know what left side means. Always be sure that the basic concepts are thoroughly covered before you expand on them. Assuming that the child does understand the concepts of sides, now how will you incorporate left and right into that? In other words, be sure you did not talk about left and right in your description of body planes earlier!

a. Left side of body
   a. Right side of body

6. Laterality of objects (ex: touch the right side of the box)

Before a student can understand the laterality of an object, they must understand the laterality of the self, first. So, just as before, be sure that the laterality of the self is thoroughly covered before trying to explain to the child what laterality of objects are. For this assignment, we will assume you have done that.

Now try to imagine activities that will help kids to learn what it means to have a left and right side of an object like a couch, a box, a bed, a door, etc. *** PLEASE NOTE: when teaching the concepts of laterality of objects, the child also has to know what a box, or door, or bed, or whatever object is. The child will not understand the laterality of the object if they do not also understand the object. Remember that when showing objects to children who are blind, they should be able to touch and experience the objects. For this assignment, we will assume that they do understand what the objects are; however, the activities you choose should still be something that the kids will be able to touch during the lesson, like desks, or chalkboards, etc.
You may also choose objects in a home like a couch or TV, because some of you will do these lessons at the child’s home.

- Left side of objects
- Right side of objects

7. **Positional/Directional Concepts With body**

This section that can be challenging because there are so many components to it. Believe me that these are not even all of the concepts that are out there. Still, this is important in O&M. We cannot tell a student to look up while walking and to also walk up the street, if they don’t know what up means. All the words and phrases that we use everyday can be confusing to kids who do not have these concepts down. (See what I did there?)

So how will you explain up and down in its most traditional sense? This first section will use all of these terms relative to the body, so up from the body, down from the body, away from the body, etc.

a. Up/down
b. In/out
c. Top/bottom
d. In front of/In back of
e. Over/Under
f. Near/Far
g. High/Low
h. Beginning/End
i. Near to/Far from
j. Between
k. Center, corner/side
l. Straight/crooked
m. Through/around
n. Open/closed
o. Forward/Backward
p. Toward/Away
q. Parallel/perpendicular
r. Diagonal
s. Ahead/behind
t. Sideways

8. **Positional/Directional Concepts With Objects**

This section using positional concepts with objects now is different, and you can put your take on what it means, for example, to go up from an object, or to put an object up. There could be varying interpretations, and so there is no one right answer. There could however be wrong answers. You want to ensure that you are always using a tactual method to reinforce the concept. You want them to understand words so well that if you tell them they have to walk *between* two desks, that they know what that means. How will you teach it to them? What kinds
of words and phrases and activities will you do? What kind of things do you want to have with you? What kinds of places do you want to be? Be creative, but also realistic. These concepts are often for younger children. Adults and older children should already have these concepts mastered, but if they don’t then you could adapt for them. For this assignment however, please focus the answers to working with kids.

a. Up/down  
b. In/out  
c. Top/bottom  
d. In front of/In back of  
e. Over/Under  
f. Near/Far  
g. High/Low  
h. Beginning/End  
i. Near to/Far from  
j. Between  
k. Center, corner/side,  
l. Straight/crooked  
m. Through/around  
n. Open/closed  
o. Forward/Backward  
p. Toward/Away  
q. Parallel/perpendicular  
r. Diagonal  
s. Ahead/behind  
t. Sideways

9. Quantitative and Relative Concepts

These are relative concepts because a big shoe is not the same as a big house. A tall man is not the same as a tall tree. Everything has to be in context. How will you explain these concepts when they are conditional to context?

- Big/little  
- Short/long  
- Narrow/wide  
- Deep/shallow  
- Tall/short  
- Many/few  
- More/less

10. Bonus

a. Time like minutes, seconds, hours, days, years, months  
b. Measurement like cups, teaspoons, tablespoons, etc  
c. Distance like feet, inches, meters, yards, miles, etc.  
d. Weight like pound, kilogram, gram, ounce, etc.  
e. Temperature like degrees, warm, cold, hot, etc
## SPE Tentative Class Schedule

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<th>Module</th>
<th>In Class Topic</th>
<th>Homework Readings</th>
<th>Quiz</th>
<th>Discussion, Assignment</th>
<th>Due</th>
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<tbody>
<tr>
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<td>1</td>
<td>Syllabus/History of O&amp;M</td>
<td>Syllabus/Module 1</td>
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<td>2</td>
<td>1</td>
<td>History of O&amp;M</td>
<td>Module 1 Watch Long Cane Video</td>
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<td>3</td>
<td>1</td>
<td>Perform Skits</td>
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<td>Reflection on Long Cane Video</td>
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<td>4</td>
<td>1</td>
<td>Deafblindness</td>
<td>TAPS part 3, Appendix J: O&amp;M strategies for deafblindness, pp 129-146</td>
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<td>5</td>
<td>2</td>
<td>Quiz and Discussion</td>
<td>EF Ch 3 pp. 52-60; EF Ch 10 pp. 331 - 376</td>
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<td>M1 Quiz and Discussion</td>
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<td>Sensory Development</td>
<td>EF Ch 9</td>
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<td>Motor Development</td>
<td>TAPS part 1: pp. 55-97; Part 2: pp. 18-37;</td>
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<td>M2 Quiz and Discussion</td>
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<td>8</td>
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<td>Functional Mobility Tasks</td>
<td>TAPS part 1 pp. 345-363</td>
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<td>9</td>
<td>2</td>
<td>Terms and Conceptual Development</td>
<td>TAPS Part 3: pp.147-187</td>
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<td>Notebook</td>
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<tr>
<td>10</td>
<td>2</td>
<td>Promoting Movement</td>
<td>EF Ch 4</td>
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<td>Notebook</td>
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<td>11</td>
<td>3</td>
<td>Developing Cognition, Concepts, and Language</td>
<td>IP Ch 3</td>
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<td>12</td>
<td>3</td>
<td>Making Learning Meaningful and Fun</td>
<td>IP Ch 4</td>
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<tr>
<td>13</td>
<td>3</td>
<td>Teaching Concepts Creatively</td>
<td>IP Ch 5</td>
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<td>14</td>
<td>3</td>
<td>Integrating Teaching and Learning Styles</td>
<td>IP Ch 8 EF Ch 11</td>
<td></td>
<td>M3 Quiz and Discussion</td>
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<tr>
<td>Date</td>
<td>Week</td>
<td>Activity</td>
<td>Details</td>
<td>Notes</td>
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<td>15</td>
<td>3/16</td>
<td>Midterm 1-3</td>
<td>EF Ch 10 pp. 394-404; IP Ch 1; TAPS Part 1 pp. 12 – 17</td>
<td>M3 Activities 1-4</td>
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<td>16</td>
<td>3/18</td>
<td>Collaboration</td>
<td>EF Ch 10 pp. 394-404; IP Ch 1; TAPS Part 1 pp. 12 – 17</td>
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<td>17</td>
<td>3/23</td>
<td>Assessment</td>
<td>TAPS Part 1 pp. 18 – 31; IP Ch 2 and 6</td>
<td>M4 Quiz and Discussion</td>
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<td>18</td>
<td>3/25</td>
<td>Planning Lessons</td>
<td>IP Ch 7; TAPS Part 3 pp 189 – 209</td>
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<tr>
<td>19</td>
<td>3/30</td>
<td>Map Making</td>
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<tr>
<td>20</td>
<td>4/1</td>
<td>Map Making</td>
<td>TAPS Part 1: pp. 266- 313</td>
<td>M5 Quiz and Discussion</td>
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<td>22</td>
<td>4/8</td>
<td>AMDs</td>
<td>EF Ch 10 pp 382 -388</td>
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<td>23</td>
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<td>TAPS Part 3 pp 225 – 236;</td>
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